

**STATEMENT OF ELIGIBILITY  
ELIGIBILITY TEAM REPORT  
INTELLECTUAL DISABILITIES**

Pupil's Name \_\_\_\_\_ Birthdate \_\_\_\_\_ Grade \_\_\_\_\_

According to state regulations (NAC 388.410):

- This pupil **is not eligible** for special education under the category of intellectual disabilities.
- This pupil **is eligible** for special education under the category of intellectual disabilities, based on the following criteria.

**CRITERIA FOR INTELLECTUAL DISABILITIES**

- The condition exists concurrently with related limitations in two or more of the following adaptive skill areas:
 

<input type="checkbox"/> Communication skills	<input type="checkbox"/> Self-direction
<input type="checkbox"/> Self care	<input type="checkbox"/> Health and safety
<input type="checkbox"/> Home living	<input type="checkbox"/> Functional academics
<input type="checkbox"/> Social skills	<input type="checkbox"/> Leisure
<input type="checkbox"/> Use of community	<input type="checkbox"/> Work
- The condition manifested before the age of 18 years.
- The condition adversely affects the educational performance of the pupil.
- The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or appropriate instruction in math.
- The controlling factor for the student's eligibility is not limited English proficiency.

**MILD**

- The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least two standard deviations below the mean score for that test;
- The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicates that the pupil is experiencing difficulty; and
- The academic achievement of the pupil is generally consistent with the cognitive abilities and adaptive skills of the pupil.

**MODERATE**

- The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least three standard deviations below the mean score for that test;
- The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicate that the pupil has markedly lower capabilities; and
- The academic achievement and speech and language development of the pupil is generally consistent with the cognitive abilities and adaptive skills of the pupil.

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**SEVERE**

- The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least four standard deviations below the mean score for that test;
- The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicate that the pupil has extensively lower capabilities; and
- The developmental functioning of the pupil is generally consistent with the cognitive abilities and adaptive skills of the pupil.

**PROFOUND**

- The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least five standard deviations below the mean score for that test;
- The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicate that the pupil has extremely limited capabilities; and
- The developmental functioning of the pupil is generally consistent with the pupil's cognitive abilities and adaptive skills.
  
- By reason of the pupil's Intellectual Disability, the pupil needs special education and related services.

**MULTIPLE IMPAIRMENT**

- The pupil meets the criteria for intellectual disabilities and any additional disabling condition other than a specific learning disability, developmental delay, or a speech and language impairment (must complete eligibility statement for additional disability).

**Select the additional disabilities that the student is found eligible for must complete eligibility statement for additional disability).**

- |  |   |
|--|---|
| <input type="checkbox"/> Autism Spectrum Disorder      | <input type="checkbox"/> Deaf-Blindness         |
| <input type="checkbox"/> Serious Emotional Disturbance | <input type="checkbox"/> Health Impairment      |
| <input type="checkbox"/> Hearing Impairment            | <input type="checkbox"/> Orthopedic Impairment  |
| <input type="checkbox"/> Vision Impairment             | <input type="checkbox"/> Traumatic Brain Injury |

- By reason of the pupil's Multiple Impairment, the pupil needs special education and related services.

Date\_\_\_\_\_

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Eligibility Team Members:

_____ Signature/School Psychologist	_____ Agree/Disagree	_____ Signature/Parent	_____ Agree/Disagree
_____ Signature/Special Education Teacher or Specialist in the field of Intellectual Disabilities	_____ Agree/Disagree	_____ Signature/Other	_____ Agree/Disagree
_____ Signature/Speech & Language Specialist	_____ Agree/Disagree	_____ Signature/Other	_____ Agree/Disagree

Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)